**Advanced Placement Language and Composition: *America is Conflict***

**2011-2012 Syllabus**

**Mrs. Fineman**

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**Class website: www.hornetslanguage.wikispaces.org**

**Weekly AP Study Sessions: M, W 2:15-3:15**

**Room 223**

***Course Overview***

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| The primary course goal is to further student understanding and appreciation of the English language, particularly language used to argue and persuade, so that students have the capability to read and write proficiently at the post-secondary level. Secondarily, the course is designed to prepare students for the 2012 Advanced Placement Examination. The students will study the theoretical foundations of logic and persuasion, build technical vocabulary skills, and read, analyze, and model from noteworthy professional texts that exemplify precision and rhetorical force. The course is organized by quarters and units (see course planner below). Units of study include essential questions to guide student understanding, as well as thematic categories that will serve to synthesize student learning. Students will read a spectrum of texts, ranging from critical essays to poetry. Articulate, deliberate, precise language will be encouraged and reinforced in all writing assignments, presentations, and class discussions. Major writing assignments will be housed in a cumulative portfolio. **Descriptions of each portfolio assignment follow the course planner.**  The program of study is designed with two factors in mind. It is intended to further the language development fostered in earlier grades and to prepare students for further study in English. It also focuses on the specific goals prescribed by the College Board’s Advanced Placement protocol. Throughout the year, students will identify and apply specific rhetorical techniques and language, develop visual analysis skills, improve their proficiency as readers of prose from a variety of periods, and refine their writing skills in order to compose texts for a variety of purposes. The reading selections will mostly be comprised of American essayists, but some works of American fiction will be explored. The Course Planner below provides a basic syllabus for the work done during the year. Please note the essential questions, themes, duration, resources, portfolio assignments, and topics covered in each unit. Students will acquire the necessary skills to thoroughly answer each essential question by the end of the unit. |

***Grading Policy***

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| This class is designed as an entry-level college course and the expectations are as high as those imposed by a competitive four-year college or university. No late work is accepted. Students are required to stay afterschool for a minimum of 5 study sessions each quarter. No extra credit is offered for this course. Students’ grades are calculated using the following weights:  Portfolio Writing Assignments- 40%  Oral Presentations- 25%  Comprehension Checks- 15%  Homework/Classwork- 10%  Mandatory Study Sessions- 10% |

***Texts & Resources***

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| Students will be issued most of these texts and are expected to return them in excellent condition:   * *The Language of Composition: Reading, Writing, Rhetoric* (Shea) * *They Say, I Say* (Graff, Birkenstein, & Durst) * *The Narrative of the Life of Frederick Douglass* (Douglass) * *Fast Food Nation* (Schlosser) * *The Color Purple* (Walker) * *The Scarlet Letter* (Hawthorne) * *In Cold Blood* (Capote) * *Always Running* (Rodriguez) * *The Grapes of Wrath* (Steinbeck)   During the course of the year, students will also read from the following resources:   * *One Hundred Great Essays* (Diyanni) * *5 Steps to 5: AP Language* (Murphy & Rankin) * *Everything’s an Argument* (Lunsford & Ruszkiewicz) * *America Now: Short Readings from Recent Periodicals* (Atwan) * *Everyday Use* (Roskelly & Jolliffe) * *The Seagull Reader: Essays, 2nd Edition* (Kelly) * *50 Essays: A Portable Anthology* (Cohen)   \*\*See attached complete bibliography for information about each text.\*\* |

***Course Planner***

**►Course Overview:** AUGUST 30th ONLY

* Distribution of syllabus
* Distribution of calendar
* Distribution of books
* Overview of sample AP exam
* Overview of AP testing objectives, procedures, and protocols
* Review of required materials/supplies
* Introduction to AP Central

**►Quarter 1: WORDS ARE WEAPONS, *RIGHT*?** (Units 1 & 2)

**UNIT 1- EDUCATION**

**Essential Questions:** What is rhetoric?

How does understanding rhetoric help me analyze a text?

**Thematic Focus:** Does education empower or inhibit spiritual development?

**Duration:** 4 weeks

**Core Resources:** *The Narrative of the Life of Frederick Douglass* (Douglass)

*Three Cups of Tea* (Mortenson)

*Language and Composition*, chapter 1 (Shea)

“What Are Essays?” (Kelly/Seagull Reader)

“Introduction to the Analysis Essay” (Murphy & Rankin)

“Learning to Read” (Malcolm X)

“From *Education*” (Emerson)

*Waiting for Superman* trailer

*The Ron Clark Story* trailer

**Topics:** Introduction to Rhetorical Theories

* Rhetorical triangles
* Ethos, pathos, logos
* Five Canons

**Portfolio Assignments:** Summer Synthesis Essay

AP Language and Composition Practice Test 1

Mini-Rhetorical Analysis Essay on 3 Sources Loaded Passage Analysis and Presentation

**UNIT 2- EDUCATION**

**Essential Questions:** How do writers express their style?

How do I know if the style is effective in conveying meaning?

**Thematic Focus:** Does education unite or divide the community?

**Duration:** 4 weeks

**Core Resources:** *The Narrative of the Life of Frederick Douglass* (Douglass)

*Three Cups of Tea* (Mortenson)

*Language and Composition*, chapter 4 (Shea)

“Introduction to the Synthesis Essay” (Murphy & Rankin)

No Child Left Behind Law and Responses (various)

“The Human Cost of an Illiterate Society” (Kozol)

“Superman and Me” (Alexie)

Excerpt from *Unfinished Business* (Noguera)

*Waiting for Superman* film

**Topics:** Introduction to Patterns of Style

* macro v. micro features
* word choice (diction)
* arrangement of words (syntax)
* others (hyperbole, parallelisms, antitheses)

The Writer’s Deliberate Use of Language

* identifying loaded words and passages
* focusing on figurative language
* integrating text as support
* MLA format
* introducing text

**Portfolio Assignments:** Synthesis Essay on Education

Independent Reading Reviews (2)

Loaded Passage Analysis and Presentation

**►Quarter 2: WHY DO I NEED TO LEARN TO READ & WRITE *AGAIN*?** (Units 3 & 4)

**UNIT 3- GENDER**

**Essential Questions:** How do I read a text very closely?

How does close reading enhance my responses to text?

**Thematic Focus:**  Is gender universally accepted?

**Duration:** 6 weeks

**Core Resources:** *The Color Purple* (Walker)

*A Streetcar Named Desire* (Williams)

*Language and Composition*, chapter 2 (Shea)

*Everyday Use*, chapters 2, 5 & 7 (Roskelly & Joliffe)

“Introduction to the Argumentative Essay” (Murphy, etal)

“Sweat” (Hurston)

“The Men We Carry in Our Minds” (Sanders)

“Why Boys Don’t Play With Dolls” (Pollitt)

“Girl” (Kincaid)

*Our America*: “Raising a Transgender Child” video

**Portfolio Assignments:** Argument Essay on “The Classic Canon” of Literature

AP Language and Composition Practice Test 2

Independent Reading Reviews (2)

Loaded Passage Analysis and Presentation

**Topics:** Rhetoric in Fictional Narratives

* Unpacking characters through Burke’s Pentad
* Aim
* Effect

The importance of genre

“Cloze Reading”

Journalistic Questioning of Text

**UNIT 4- GENDER**

**Essential Questions:** How do I craft an essay of argument?

How does my knowledge of rhetoric apply to my writing?

**Thematic Focus:**  How has gender impacted American history, laws, and politics?

**Duration:** 4 weeks

**Core Resources:** *The Scarlet Letter* (Hawthorne)

Everything’s an Argument, chapters 1 & 7 (Lunsford, etal)

*Everyday Use*, chapter 4

*Language and Composition*, chapters 3 & 7(Shea)

They Say, I Say, introduction & chapter 2 (Graff, etal)

*The Declaration of Independence* (Jefferson)

*Declaration of Sentiments and Resolutions* (Stanton) “John and Abigail Adams, Letters” (Adams & Adams)

“New and Newer Versions of Scripture” (Broadway)

Connecticut Non-Discrimination Law (Gen Statute 46a81c-m)

**Portfolio Assignments:** Synthesis Essay on Gender with Student-Generated Sources

Independent Reading Reviews (1)

Loaded Passage Analysis and Presentation

**Topics:** Inductive Reasoning

Crafting an Argument

* Classic Form (the House)
* Rogerian Form
* 3 Ways to Respond

The Writing Process/ 5 Canons of Writing

* Invention
* Drafting (culture, context, memory)
* Revising (style)
* Editing (delivery & reflection)

**INTERUNIT**

**Essential Questions:** What methods can I use to investigate, analyze, and synthesize reading material in order to discuss it and write critically about it?

**Thematic Focus:**  N/A

**Duration:** December-January Holiday Vacation

2 weeks following vacation

**Core Resources:** *In Cold Blood* (Capote) or

*Always Running* (Rodriguez)

**Portfolio Assignments:** Journals in Preparation of Book Discussion Groups

Midterm Exam Essays (2): Argument and Rhetorical Analysis

**Topics:** All Topics from Units 1-4

**►Quarter 3: DIDN’T I FIX ALL OF MY SPELLING MISTAKES?** (Unit 5)

**UNIT 5- CLASS**

**Essential Questions:** I can I revise an essay to make it more cohesive?

How does my knowledge of style apply to my writing?

**Thematic Focus:**  Do class structures unite or destroy community development?

**Duration:** 8 weeks

**Core Resources:** *Nickel and Dimed* (Enrenreich)- review/re-read

*The Grapes of Wrath* (Steinbeck)

Capitalism: A Graphic Guide (Cryan, Shatil, & Piero)

*Everything’s an Argument*, chapters 8, 9, 13 & 15 (Lunsford, etal)

“One Side Can Be Wrong” (Dawkins & Coyne)

“The Rich Get Thinner, the Poor Get Fatter” (Sabin)

“On Being Black and Middle Class” (Steele)

President Roosevelt’s First Inaugural Address

President Obama’s Inaugural Address

*Roger and Me* film (Moore)

**Portfolio Assignments:** Mini Rhetorical Analysis of *Roger and Me* film (with drafts)

Argument Essay on Local Class Structures (with drafts)

Independent Reading Reviews (3)

Loaded Passage Analysis and Presentation

**Topics:** Fine-Tuning an Argumentative Form

* Arguments of fact and definition

Presenting Arguments

* Review of structure, diction, and syntax
* Review of style in arguments
* Tropes, schemes, figurative language, etc.

**►Quarter 4: WHY ISN’T ANYBODY LISTENING TO ME?** (Units 6 & 7)

**UNIT 6- AMERICANA**

**Essential Question:** How can I make my argument more compelling?

**Thematic Focus:**  What freedoms exist in American society?

**Duration:** 4 weeks

**Core Resources:** *Fahrenheit 451: The Authorized [Illustrated] Adaptation* (Hamilton)

“Comprehensive Review—Argument” (Murphy & Rankin)

*Everything’s an Argument*, chapter 17 (Lunsford & Ruszkiewicz)

*They Say, I Say*, chapters 3 & 10 (Graff, etal)

*The Bill of Rights* & *United States Constitution*

“Civil Disobedience” (Thoreau)

“Letter From Birmingham Jail” (King)

“Does the Constitution Still Matter?” (*Time* Magazine)

**Portfolio Assignments:** Synthesis Project: Rewriting the Bill of Rights/Constitution

AP Language and Composition Practice Test 3

Independent Reading Reviews (1)

Loaded Passage Analysis and Presentation

**Topics:**  Fine-Tuning Argumentative Language

“Metacommentary”

Artful use of text

Understanding fallacies of argument

**UNIT 7- AMERICANA**

**Essential Question:** How do I create, develop, revise, and publish my own persuasive text?

**Thematic Focus:**  What exactly is American culture?

**Duration:** 5 weeks

**Core Resources:** *Fast Food Nation* (Schlosser)

Everything’s an Argument, chapter 14 (Lunsford, etal)

excerpts from *Columbine* (Cullen)

“What’s Eating America?” (Pollan)

“I Just Wanna Be Average” (Rose)

“Street Corner Dreamers” (Wideman)

*Supersize Me* film (Spurlock)

**Portfolio Assignments:** American Culture Multimedia “Zine” Synthesis Project

Final Exam Essay

**Topics:** Using and Understanding Visual Texts

Review of rhetoric

Review of argumentative structure and style

Review of revision strategies and “fine-tuning” protocols

***Descriptions of Major Portfolio Assignments***

**UNIT 1**

1. **Summer Synthesis Essay**: Students will compare and contrast *Three Cups of Tea* and *Nickel and Dimed* in terms of purpose, arrangement, rhetoric, and style. They will answer the guiding questions: Which of the two authors more efficiently and effectively uses language to accomplish her/his purpose? How do you know? This essay will serve as a precursor to the essential questions of each unit of the course. It will also require students to use dialectical journals they kept throughout their summer reading experience.

2. **AP Language and Composition Practice Test 1**: Students will take a mock AP Language and Composition exam as an entrance assessment of their skills. This exam will include components similar to those found in the actual exam, but the exam length of the exam will be greatly reduced. The exam questions will be derived from *5 Steps to a 5*.

3. **Mini-Rhetorical Analysis Essay on 3 Sources**: Using *The Narrative of the Life of Frederick Douglass* as a central reading, students will compare the major rhetorical device of this core text to those used in one of the unit essays and one of the movie trailers. They will be required to draw from their knowledge of the rhetorical triangles, the five canons, and the three appeals (ethos, logos, pathos) covered in the unit. Students will have to argue which text was most effective in conveying the author’s message about the hypocrisy of education as both an empowering and inhibiting institution.

4. **Loaded Passage Analysis and Presentation**: This assignment will be repeated throughout each unit and will serve as a means for students to engage in close readings of small portions of the text. Students will be pre-assigned dates, at which time they will present a “loaded” or powerful portion of the text to the class (from one of the unit readings). They will annotate the text, analyze the author’s use of rhetoric, and present a 5-minute mini-lesson about the text to the class. The annotations and analysis will be submitted to the teacher one day prior to the presentation date, so that copies can be made for the class.

**UNIT 2**

1. **Synthesis Essay on Education**: In this synthesis assignment, students will be given a variety of 7 sources- including print, visual, and historical- to use as support for a review of the purpose of education in the United States and the implications of the home schooling movement that is becoming increasingly popular in both rural America and the suburbs. Students will be able to use their notes from the film *Waiting for Superman* and any knowledge they obtained from reading the sources in both Units 1 and 2.

2. **Independent Reading Reviews** (2): This assignment will also be repeated throughout each unit and will serve as a means for students to build their repertoire of textual knowledge by reading independently outside of class. They will draw from a list of suggested essayists and rhetoricians. They will research an author, essay, or text of interest (no more than 5 pages in length) and complete a review of this text without the aid of their classmates or teacher. Required of these reading reviews is an indication of SOAPSTone: **s**peaker’s perspective, **o**ccasion/context, **a**udience, **p**urpose, **s**tyle, and **t**one.

3. **Loaded Passage Analysis and Presentation**: See Unit 1.

**UNIT 3**

1. **Argument Essay on “The Classic Canon” of Literature**: In this culminating assignment, students will use their content knowledge of the Unit 3 readings and theoretical understanding of argument to write an essay about *The Color Purple*, in which they argue whether or not it should be included in the “classic canon” of American literature. Students will also base their response on a short excerpt about literature and what constitutes a “classic.”

2. **AP Language and Composition Practice Test 2**: See Unit 1.

3. **Independent Reading Review** (1): See Unit 2.

4. **Loaded Passage Analysis and Presentation**: See Unit 1.

**UNIT 4**

1. **Synthesis Essay on Gender with Student-Generated Sources**: Similar to the synthesis essay on education, students will use a variety of 7 sources when evaluating gender in America. In this assignment, however, students are required to research and print their own sources. Ultimately, they will review the concept of gender and write about their perception of parents who choose to raise their children without any notion of gender, in a genderless upbringing. They are also allowed to embed their understanding of sources used throughout Unit 4.

2. **Independent Reading Reviews** (1): See Unit 2.

3. **Loaded Passage Analysis and Presentation**: See Unit 1.

**INTERUNIT/MIDTERM ESSAYS**:

1. **Journals in Preparation of Book Discussion Groups**: While reading their Interunit selections, students will complete 5 response journals. Prior to the midterm examination, students will work in book club groups to discuss the text- using their journals as a basis- and will create multimedia presentations of their books using the SOAPSTOne format (see unit 2 for more information).

2. **Midterm Exam Essays**: Students will use their Interunit reading journals and will complete two essays on the midterm exam, an essay of argument and one on rhetorical analysis. These essays will be formulated similar to those found on the AP Language and Composition Exam.

**UNIT 5**

1. **Mini Rhetorical Analysis of *Roger and Me* film** (with drafts): Students will watch the film *Roger and Me* and take notes on the rhetorical devices that are characteristic of the movie. After the viewing, they will write an essay on these devices and analyze how they helped or hinder Michael Moore’s ability to convey his beliefs about class and his personal feelings about the role of corporations in uniting or dividing his community. Students will utilize in-class writing workshops and their understanding of argument form and delivery to revise their writing before submitting a final draft.

2. **Argument Essay on Local Class Structures** (with drafts): Using the sources contained within Unit 5, students will provide an overview of the current class structures in their community and will investigate the concept of a classless society, by means of an editorial about President Obama’s alleged affinity for socialism. They will then argue the possibility of America ever adopting socialism as its main form of government. Again, students will utilize in-class writing workshops and their understanding of argument form and delivery to revise their writing before submitting a final draft.

3. **Independent Reading Reviews** (3): See Unit 1.

4. **Loaded Passage Analysis and Presentation**: See Unit 2

**UNIT 6**

1. **Synthesis Project- Rewriting the Bill of Rights/Constitution**: Using all of the sources from Unit 6 and additional ones provided by the teacher, students will be required to rewrite the *Bill of Rights* and the preamble of the *United States Constitution* to reflect 21st century America. Students will be challenged to imitate the form and arrangement of the document, but to personalize it for modern times. They will also justify their creation in a short essay of argumentation.

2*.* **AP Language and Composition Practice Test 3**: See Unit 1

3. **Independent Reading Reviews** (1): See Unit 2.

4. **Loaded Passage Analysis and Presentation**: See Unit 1.

**UNIT 7**

1. **American Culture Multimedia “Zine” Synthesis Project**: Students will use this project to synthesis everything they have learned in the course regarding American culture. In answering the essential question, “what exactly is American culture,” they will create a multimedia zine in which they depict America from multiple perspectives, using various types of text (including visual, written, and historical). They will also demonstrate an understanding of genre by creating a publication that is unique to the zine category of text. Each student’s zine will be titled *Americana*, but students will be asked to use a subtitle to “sum up” their knowledge and perspective of our culture.

2. **Final Exam Essays**: Students will be given two essays to read for the final exam and will complete two essays on these texts, an essay of argument and one on rhetorical analysis. These essays will be formulated similar to those found on the AP Language and Composition Exam.

***Complete Bibliography***

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Williams, Tennessee. *A Streetcar Named Desire*. New York: Signet Books, 1986.